I. DEVELOPMENT OF A COMPREHENSIVE NEEDS ASSESSMENT

In order to play a successful part in the overall resettlement effort, educational programs, whether they are specifically designed for refugees, or whether they merely provide defacto services, need to have access to a comprehensive curriculum. Such a curriculum should use as its basis an assessment of the needs of the individual students, and also of the needs of the entire refugee community and of the subgroups within that community. In addition, a comprehensive needs assessment should include the needs of the community at large, including the needs of the majority culture as well as those of long established minorities.

An identification and assessment of refugee needs along with an identification of community concerns can help to reduce the potential for conflict between minority groups. A curriculum which is responsive to problems such as competition for limited resources in terms of jobs or social services can help to reduce community tension. Moreover, strategies for dealing with common stereotypes such as the view of refugees as potential carriers of contagious diseases can be incorportated into the curriculum. The ability to adequately perform a comprehensive needs assessment usually runs beyond the ability of individual teachers; consequently, much greater emphasis is needed in terms of providing technical assistance to teachers.

II. DEVELOPMENT OF CONTENT MATERIALS FOR DEALING WITH REFUGEE PROBLEMS

In recent years, a great deal of justified criticism has been aimed at the lack of appropriate content in most ESL texts. Many books provide readings about exotic people in far away places or about heroes in American history. Since many refugees have only a limited cultural and historical perspective, these texts confuse more than they explain. Readings designed for lower levels, on the other hand, often offer exercises and texts that are totally devoid of any meaningful content; these present what Widdowson calls "ESL literture" (example: "This is Mr. Jones and that is his wife. These are their children and those are their pets. This is their cat, and that is their dog, etc.").

In contrast, a curriculum aimed at helping students function in society needs to contain materials that deal with problems that are of primary concern to the refugee population. These materials could include units on employment practices, consumer protection, crime prevention, health care , immigration patterns, and social/political history of other minority groups. These materials could serve a dual function: They would give the students the information they need to understand and to deal with American culture while at the same time, providing the ESL teacher with concrete information about refugee related social issues. Since these materials should contain authentic information they should be collected from authentic sources such as places of employment, police departments, medical clinics, and community centers. These materials can be adapted by ESL specialists for use in the classroom. Once adapted, classroom materials could serve as a starting point for class discussions of specific problems that students may have faced in these areas ,giving the instructors an opportunity to lead the students towards a possible solution to some of these problems. It needs to be noted that all of these topics should be presented from a cross-cultural perspective that would allow students to discuss their own perception of these issues and to voice some of their specific concerns. (For example, many refugees are convinced that the police will not come to their aid because they are afraid to enter the neighborhood.) (See next section for details.) A cross-cultural approach would in turn allow the instructors to evaluate some of the presuppositions and misperceptions that their students may have and give them the opportunity to help their students understand their individual concerns as part of a larger social context.

Cross-cultural materials of this type could be scaled up or scaled down in language complexity to meet the needs of individual programs and/or specific class levels. At the lower levels, content may be presented as part of a story that uses controlled vocabulary and simple sentence structures relying largely on the use of photographs and graphics to convey the message. At the higher levels, vocabulary and language structures may become more sophisticated and

concepts progressively more abstract. Concepts discussed in these texts could also serve as a starting point for the teaching of survival skills and mandated competencies as both of these have the purpose of helping students deal with everyday problems. In addition, cross-cultural materials can be used as a basis for role-play situations designed to teach functional communication skills and social interaction skills (what do you say to the kids who are throwing stones at your window and what do you tell the police if anything). Functional writing lessons could also be quite easily developed from these materials. For example, students may be asked to write a note to a neighbor explaining that they will be gone for a day and asking them to keep an eye on the house; students could write a list naming certain items missing from their house, or they could be asked to provide a description of a missing person.

III. DEVELOPMENT OF MATERIALS FOR TEACHING ACCULTURATION SKILLS

As mentioned above, in order to prepare refugees for employment and greater participation in the society at large, it is not enough that programs provide knowledge about the culture. In addition to imparting factual information, programs need to help refugees develop strategies for dealing with a culture that is foreign to them.

These strategies need to be based on the refugee's understanding of his own role in the society and on his awareness of the role of others, including the role of members of other minority groups. Refugees need to become consciously aware of their own perceptions of others as well as of the perception that others have of them. In order to feel accepted and to become accepted, they need to realize to what degree their expectations of Americans are realistic and to what degree these expectations need to be modified.

When analyzing interactions that refugees have had with the police, doctors, nurses, teachers, and other service providers, it becomes

clear that refugees quite often have a different perception as to what they can realistically expect. For example, many refugees expect to be given shots and pills any time they visit a doctor. (There exists of course, a corollary to this view in the unrealistic expectations that many Americans have of refugees.) These expectations and faulty perceptions need to be discovered and analyzed if refugees are to become acculturated and subsequently employable.

The following examples provided by refugee students and paraprofessionals in discussions on police-community relations may serve to illustrate this point :

EXAMPLES:

a) Refugees perceive the police as particular non-responsive to Southeast Asians. ("When we call the police, they never help us.")

b) Many refugees expect immediate action from the police, and get upset when such action is not forthcoming. ("The man who hit my car was driving without insurance, but the policeman refused to arrest him.")

c) Many refugees don't understand why the police will not act on information that they are given. ("I saw my stolen stereo at a swap-meet, but when I told the policeman, he refused to confiscate it.")

As a result of these perceptions, and unmet expectations, many refugees have decided that there is no point in reporting crimes. There is a danger then that disenchanted refugees may decide to take the law into their own hands. (More than one person mentioned that if the police refused to put a man suspected of raping one of their women behind bars, the men in the family would feel obligated to find the rapist and kill him.)

To address these issues effectively, educational programs will need access to content materials that will provide teachers with the background information necessary to explain these issues to the students. Yet, merely lecturing on the role of the police in American society will not be enough; lectures merely rely on the recognition value of what is supposed to be and thus may not lead to a change in behavior. If refugees are to understand their own role in the culture, they will need to discover for themselves how their own perceptions are different from those of the American culture at large. To that effect, refugees and teachers must put themselves into realistic situations that mirror specific real-life problems. This could be accomplished in the following ways:

Students may, for example, be asked to list ten situations in which they would call the police. They might then explain what they would expect the police to do in each case. This will give the instructor an idea about the crime problems in the neighborhoods and the expectations that the students have of the police. Based on the information received, the instructor can set up role-playing situations in which the students take turns playing the role of the victim, the police officer and possibly the suspects. (Playing the role of the suspect might show students how to react when falsely accused of a crime.)

These situations can then serve as a springboard for discussions that would help the students understand the role of the police in American society. If refugees are to change their perception of the police as hostile to Southeast Asians, they will first need to understand that the laws that may keep police from arresting suspected criminals were created to protect the innocent, refugees included. When refugees are are given a chance to compare police actions in their own country with police behavior in the United States, they may be more likely to understand why we have laws protecting the individual from unlawful search and seizure, etc.

Similar lesson plans can be developed for other areas such as health, tenant-landlord relationships or legal contracts. By allowing refugees to discover their own perceptions and by helping then understand the realities of the American system we can help them acquire the acculturation skills they will need .

IV. MATERIALS FOR TEACHING COMMUNICATION SKILLS NEEDED FOR EMPLOYMENT

The most crucial factor that keeps refugees from being able to compete for jobs is their inability to "speak English." But since the ability to communicate in English may range from the ability to write a treatise on nuclear physics to being able to explain a problem in pidgin (eg., "car no go"), the type of English acceptable to employers needs to be more clearly defined.

To be considered for employment by the companies interviewed, the job applicant has to demonstrate his proficiency in everyday spoken English before he is considered for the job and given an opportunity to demonstrate his technical knowledge or his job skills. The communication skills cited as necessary to clear the interview hurdle were seen as the following:

a) the ability to communicate on an everyday level about a variety of subjects such as family, work history, plans for the future.

b) the ability to give the appropriate response to a question. Simply saying yes or no and refusing to elaborate on a question may be seen as an inability to communicate.

c) the ability to answer questions spontaneously; answers that seemed memorized counted against the applicant as they were seen as an attempt to "fake" proficiency.

d) the ability to show flexibility in responding to questions; the applicant should be able to ask for clarification if has not understood a question, rather than guessing at the correct answer; if the interviewer does not understand an answer given by the applicant, the applicant should be able to rephrase the question instead of repeating the same words in the same tone.

These findings clearly point to the need for teaching English for General Purposes (EGP) as well as English for General Employment Related Communication and VESL. The employers pointed out that Southeast Asian job applicants seemed to have no problems filling out application forms. It was clear that workers had been well trained in memorizing forms and giving standard answers to expected questions, yet many of them lacked the ability to answer even the simplest inquiries about information not contained in the forms. This was felt to be a serious discrepancy in the applicants English proficiency and therefore was seen as reflecting negatively on the applicant's ability to handle communication in English. Employers further pointed out that no writing skills other than filling out initial forms were required of unskilled, semiskilled or skilled laborers below the management level.

Communication skills requirements on the job follow a similar pattern. As research conducted in industrial settings in Canada, Australia, and Europe has shown, industrial workers need to be able to communicate with their fellow-workers about job related tasks and social matters and to a lesser degree with supervisors and members of management. In their book Industrial English, T.C. Jupp and Susan Hodlin (1978) classify language used in most industrial work settings in the following ways:

Work Language

1a. Language Associated with Immediate Job Situations. For example: basic instructions; warnings for safety; simple messages;

asking for help; apologizing for mistakes; justifying actions; identifying faults; written records.

1b. Language Required for Work Flexibility, for Unusual Situations, and for Increased Responsibility.
For example: following unfamiliar instructions; understanding verbally the whole process; explaining an accident; using the telephone; written notes.

Social Language

2a. Language for Simple Social Contact.
For example: greetings; names and forms of address; talking about family and interests; gossiping about factory.

2b. Language for the Individual Employee to Communicate His Rights and Problems.
For example: explaining an absence; discussing a major personal problem with a shop steward, supervisor, or personnel manager; querying wages; completing forms.

Workers may be able to get by on the job with only work related language, but as our inteviews with employers have shown, applicants will need to demonstrate proficiency in social language before they will even be considered for the job. As Jupp and Hodlin have pointed out "the need for competence in communication #1b and #2b may be felt more strongly by the individual foreigner, while the employer may consider #1a sufficient." This awareness that greater communication skills are required for increased job responsibility and subsequent promotions may be shared by many refugees who are perceived as being unwilling to go to work because they feel their English is not "good enough."

Programs that see all or part of their responsibility as that of preparing refugees for employment will thus need access to a curricuum that teaches the communication skills inherent in the considerations outlined above. Such curriculum materials would need to do the following:

a) teach the major language functions needed for targeted job level to include both work language and social language.

b) teach the appropriate social interaction skills needed for communication on the job (talking to supervisors vs. co-workers,talking on line versus talking on break.)

c) outline teaching strategies that promote flexibility and spontaneity in communication.

d) provide examples of typical and atypical interactions that students may encounter on the job.

These materials would need to teach language as it is used in a social context (as opposed to teaching book knowledge or academic English). Their focus should be on oral communication skills taught in an interactional environment. Since students often need to discover for themselves that some features of personal interactions are predictable while others are not, the classroom needs to offer maximum opportunity for interaction. Only through extensive practice of the kind of language that is required in the real world outside of the classroom will refugees be able to acquire the communication skills that industry sees as prerequisites to employment.

Programs geared towards preparing refugees for employment should thus include materials that promote general communicative competence in addition to job specific language proficiency:

GENERAL COMMUNICATION SKILLS NEEDED FOR EMPLOYMENT

1. Becoming aware that all communication is used for a purpose; the ability to modify one's language according to purpose, i.e. choosing the appropriate language form to match the language function:

EXAMPLES:

"Could you shut the door, please." (a request)
"Shut the door, please!" (may be perceived as a command)

"I'm not sure, you're right." (expressing disagreement)
"You're wrong as usual." (perceived as criticism)

"How long will you be able to stay?" (request for information)
"How much longer are you going to keep this up?" (NOT a request for information; usually a reproach)

2. Becoming aware that tone or level of voice can signal attitude to a much greater degree that the words themselves; the ability to control one's tone to give the desired impression:

EXAMPLES:

"Would you mind not smoking while I eat?" (polite request)
"WOULD YOU MIND NOT SMOKING?" (perceived accusation)

"If I were you, I wouldn't do that." (advice)
"IF I WERE YOU, I WOULDN'T DO THAT!" (veiled threat)

3. Becoming aware that language forms change depending on the participants involved; the ability to modify one's language to fit the social level of the speaker (register use).

"Oh, be quiet!" may be an appropriate retort to a coworkers teasing remark, but it would be considered inappropriate in response to a criticism from a superior.

4. Becoming aware that language forms need to change depending on the mode of communication used; the ability to adjust one's language to the mode.

"The machine conked out on me." may be acceptable when talking about an incident, but it would be unacceptable in a written report.

5. Becoming aware that a particular setting influences communication styles; the ability to change the language used to conform to the setting:

"You are five minutes late!" may be an appropriate reproach in a factory setting, but the same comment would be considered rude in a dinner setting.

Similarly, a leadman may be justified in "ordering" a fellow worker to perform a work related task, but he would have no such authority in a social setting.

6. Becoming aware that communication involves certain "cultural obligations"; the ability to use language to fulfill some of those obligations. Some of these obligations are as follows:

a) Turning down an important invitation requires an explanation and possibly an apology.
The more important the occasion, the more sincere the regret needs to be.

b) Reports of personal misfortunes or accidents require expressions of sympathy; a simple "I'm sorry to hear that" is often not enough; concern is often expressed through questions ("How did it happen? What are you going to do now?")

c) Reports of good fortune require more or less enthusiastic responses: Saying merely " Oh, that's nice." to someone's reporting that they have just bought a brand new car is considered culturally inappropriate.

d) Critizing someone or disagreeing with someone needs to be done tactfully; Americans are also concerned about saving face.

V. MATERIALS FOR TEACHING COPING STRATEGIES

There is no doubt that refugees need to acquire survival skills. Presently many of these skills are taught in the form of basic competencies that provide knowledge in such areas as personal identification, shopping, employment, banking, etc. But to the extent that the methods used often rely on the memorization of information, the lessons may have to be supplemented with techniques which foster critical thinking abilities.

Textbook dialogs tend to present idealized situations in which all people are friendly and helpful, and each interaction evolves smoothly. Although these texts are helpful in teaching idiomatic expressions, they do not represents reality as most refugees find it. That reality often involves problems that textbook writers seem to know nothing about: Sometimes the cashier gives the wrong amount of change; sometimes landlords do not respond to requests for needed repairs; newly purchased items don't work and need to be returned; a worker must face an unjust accusation by his boss.

METHODS FOR TEACHING COPING SKILLS

If a program is to promote true functional competency, it needs to have access to materials that teach students strategies for dealing with situations that don't go according to script. These materials should include the following:

a) role-playing situations that present variations on a problem: in one instance, the interaction goes smoothly, in another, it does not.
EXAMPLES:

The grocery checker punches in the wrong price; your toilet overflows in the middle of the night; the doctor won't give you the medicine you want; you come home and find that your home has been burglarized; a co-worker accuses you of having taken his tools.

b) practice in the classroom that would allow students to experiment with various responses.
EXAMPLES:

Students may take turns playing the "American" and the "refugee;" students are given a choice as to how they want to respond to a problem, e.g., granting/denying a request, accepting or turning down an offer of help.

c) explanations as to why the system works the way it does,
EXAMPLES:

Consumer protection laws; written and unwritten contracts; going to a higher authority to complain; protecting oneself against fraud. (See also section on content materials.)

d) behavioral strategies which may help refugees get better results.

EXAMPLES:

Being assertive vs. being too shy or too aggressive; stating the crucial point of an argument in one sentence; being factual vs. being accusatory.

e) non-verbal behavior as an aid in communication.

EXAMPLES:

Smiling to look non-threatening, NOT smiling to show that the situation is serious, refusing to leave until satisfaction is forthcoming, acting out the situation or drawing pictures when language skills are inadequate.

Classroom materials that allow students to experiment in responding to unusual situations will help build confidence and will enable students to develop strategies for handling these situations. If refugee students are to become truly self-sufficient, they will need to develop techniques for solving unfamiliar problems along with familiar ones. To help students achieve that goal, programs serving refugees will need to make the acquisition of coping strategies an explicit part of their curriculum.

VI. DEVELOPMENT OF MATERIALS FOR TEACHING FUNCTIONAL WRITING SKILLS

In most educational programs, refugees do a great deal of writing; they copy sentences from the blackboard, they write down spelling words, they fill in the blanks in the exercises or change statements into questions. While this type of writing may help students remember spelling and grammar rules, it is far removed from the kind of writing

that refugees may have to do in the real world. Thus, if programs expect to prepare students for the functional writing tasks that are required outside of the classroom, they will need to provide assignments similar to the writing tasks students may face at home. EXAMPLES:

a) writing a note to the manager asking her to let the repairman into the house.

b) writing a note to a child's teacher asking that the child be excused from physical education.

c) writing a message to a neighbor explaining that the postman left a package at your house.

d) writing a note thanking someone for a present or a favor.

f) writing a letter to a social service agency asking for information, or explaining a problem.

While it is true that workers can survive at their jobs without ever having to write much more than their name, address or social security number, it is also true that workers with only minimal literacy skills have fewer chances for advancement. Programs serving refugees thus need to provide opportunities for developing written communication skills along with interactional skills.

It needs to be noted that student preparing for academic studies or professional careers will need a substantial amount of writing practice before they can develop the writing skills necessary for academic success. For these students, course materials that incorporate a communicative grammar approach may need to be developed.

THE NEED FOR A CURRICULUM RESOURCE GUIDE AND STAFF DEVELOPMENT

Since most educational programs are understaffed and underfunded, they do not have the resources or capabilities to design special materials for their refugee students. To maximize the effectiveness of instruction, a comprehensive refugee specific curriculum could be developed as a resource guide for all programs. Such a curriculum would be based on an assessment of the needs of the refugees and the concerns of the community. It would further include a detailed description of the types of language used in various jobs, and a determination of the communication skills needed for successful employment (including job advancement). Based on the findings in the assessment, a curriculum for all levels of proficiency could be outlined and standards for refugee materials could be developed. Such standards could demand that lessons focus on communicative interactions, problem solving, and other communication skills needed for self-sufficiency.

Materials following these standards could then be developed for various levels, and suggestions could be made as to how to adapt these lessons for specific target populations. Lastly, in-service training could be offered for teachers wanting to use these materials. We believe that a comprehensive functional curriculum model of that type would help streamline educational services and accelerate language acquisition.

As we stated in the overview to this study, it is difficult to identify a coherent program for refugees at the local level. This is especially true in education. Establishing goals on a community-wide basis, doing a needs assessment, designing curriculum based upon the needs assessment, and providing technical assistance to all major local programs, could provide a major step toward pulling together the resettlement effort as it relates to education.

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APPENDIX A. SOUTHEAST ASIAN REFUGEE PROJECT DATA SOURCE AND FORMULA DEVELOPMENT FOR TOTAL ESTIMATED POPULATION BY ETHNIC GROUPS

DATA BASES AND FORMULA DEVELOPMENT TO ESTIMATE THE SOUTHEAST ASIAN REFUGEE POPULATION IN LONG BEACH

For this study, three data bases were used to estimate the Southeast Asian refugee population residing in Long Beach: 1) school based data (LBUSD K-12), 2) survey data IRAP-LBCC, and 3) health records data DHS/USPHS.

1) The school based data were collected from the Southeast Asian Learners Project (SEAL) of the Long Beach Unified School District (LBUSD). Demographic information such as family name, date of entry, address, secondary migration data, date of birth, sex, and ethnicity was collected on over 4,700 Southeast Asian refugee students in the school district.

2) Additional demographic information including data related to family size and family structure was collected from a recent survey conducted at IRAP-LBCC.

3) The third data base was established from extensive DHS/USPHS records (USPHS 10/79-9/81, DHS 01/81-6/82) maintained by the Director of Laboratory Services of the Long Beach Health Department. From this data base, it was possible to quantify the different types of family units (1 parent families, 2 parent families, adults only, etc.) and the number of individuals in each family unit (children less than 4 years of age, children K-12, other adults, etc.) for each ethnic group.

In order to estimate the total Southeast Asian refugee population residing in Long Beach, it was necessary to estimate the population of each of the ethnic groups. These population estimates were then added together to yield a total estimation of the Southeast Asian refugee population.

Total population estimate = Total*(Cambodian) + Total*(Vietnamese)
+ Total*(Vietnamese/Chinese) + Total*(Lao)
+ Total*(Hmong) + Total*(Mien)

*these totals are estimates.

A total of 303 Southeast Asian refugees completed the IRAP-LBCC survey. From the analysis of the survey, it was possible to determine the ethnicity of the respondent, the total number of individuals that lived with the respondent, and the ages of these individuals. Consequently, it was possible to calculate a total for each sampled ethnic group and a total for children K-12 within each ethnic group. Therefore, a ratio of children K-12 to the rest of the sampled population could be calculated. It was assumed that this ratio would be similar to the ratio for the population at large. That is, if 25% of the sampled Cambodian population were children K-12, then this percentage would be similar to the Cambodian population at large. Since actual totals for children K-12 for each ethnic group were available from the LBUSD data, it would be possible to estimate the total population for each ethnic group by using the following formula:

$$\frac{\text{Total children K-12 (IRAP-LBCC) in X ethnic group}}{\text{Total People (IRAP-LBCC) in X ethnic group}} = \frac{\text{Total children K-12 (LBUSD) in X ethnic group}}{\text{Total Population estimate (X) for X ethnic group}}$$

The following analysis presents the projected population estimates for each ethnic group.

Cambodian Population Estimate.

Units	People	2 Parents	0-4 years	K-12	1 Parent	0-4 years	K-12	OA	AO
183	1100	218	132	203	33	24	74	185	231

Total K-12 sampled: 277 out of 1100 people or 25.1818% of population.
Actual K-12 total LBUSD: 2,205

Then, total estimated Cambodian population = 2,205 divided by .251818 = 8,756.

Vietnamese Population Estimate

Units	People	2 Parents	0–4 years	K-12	1 Parent	0–4 years	K-12	OA	AO
50	222	40	7	43	15	2	30	43	42

Total K-12 sampled: 73 out of 222 people or 32.8828%

Actual K-12 LBUSD: 1,315

Then, total Vietnamese Population estimate = 1,315 divided by .328828 = 3,999

Vietnamese/Chinese Population Estimate

Units	People	2 Parents	0–4 years	K-12	1 Parent	0–4 years	K-12	OA	AO
20	123	28	7	21	0	0	0	43	24

Total K-12 sampled: 21 out of 123 or 17.07317%

Actual K-12 LBUSD: 515

Then, total Vietnamese/Chinese Population estimate = 515 divided by .17073 = 3,016.

Lao Population Estimate

Units	People	2 Parents	0–4 years	K-12	1 Parent	0–4 years	K-12	OA	AO
1	7	0	0	3	1	0	0	3	0

Total K-12 sampled: 3 out of 7 or 42.857%

Actual K-12 LBUSD: 184

Then, total Lao Population estimate = 184 divided by .42857 = 429

Lao/Hmong Population Estimate

Units	People	2 Parents	0–4 years	K-12	1 Parent	0–4 years	K-12	OA	AO
29	163	50	40	49	4	1	8	1	0

Total K-12 sampled: 57 out of 163 or 34.9693%

Actual K-12 LBUSD: 420

Then, total Lao/Hmong Population estimate = 420 divided by .34969 = 1,201.

Lao/Mien Population Estimate

Units	People	2 Parents	0-4 years	K-12	1 Parent	0-4 years	K-12	OA	AO
20	131	36	19	40	1	2	0	28	5

Total K-12 sampled: 40 of 131 people or 30.534%

Actual K-12 LBUSD: 130

Then, Lao/Mien Population estimate = 130 divided by .30534 = 425

The total Southeast Asian refugee population can then be estimated by adding the population estimates for each ethnic group.

Cambodian	8,756
Vietnamese	3,999
Vietnamese/Chinese	3,016
Lao	429
Lao/Hmong	1,201
Lao/Mien	425

Total estimated Southeast Asian refugee population = 17,826

Similar calculations were made using the data from DHS/USPHS health records and the LBUSD K-12 data. The population estimates for each ethnic group and total population estimate using these two data bases are as follows:

Cambodian	5,775
Vietnamese	3,080
Vietnamese/Chinese	1,412
Lao	415
Lao/Hmong	1,026
Lao/Mien	439

Total Population = 12,147

Although both of these population estimates are viable, we believe that the population estimate based upon the LBCC-IRAP and LBUSD data bases is more accurate than the other population estimates because these data are more recent than the DHS/USPHS data. In addition, the LBCC-IRAP data reflects a greater number of "families" made up of adults only. We believe that these "families" may include a number of individuals who are secondary migrants.

Limitations

There may have been some technical problems with our data selection and analysis which may have limited the accuracy of our population estimates. One of the problems is related to statistical inference. In order to infer that a portion of the population is representative of the larger population, certain statistical procedures such as random sampling should be followed. Random sampling is defined as a "method of drawing a portion (sample) of a population or universe so that all possible samples of fixed size n have the same probability of being selected (Kerlinger, 1964)." Random sampling reduces the chance that an unintentional bias may exist in the sampled data. If individuals from our data bases had been randomly selected and assigned to groups, then we could have used more advanced statistical analysis to refine our population estimates. However, this was not done because in some cases the sampled data (frequency counts) were too small to establish an equivalent (or usable) sample size from which to make comparisons.

Some of the "noise or error in our data can be demonstrated by the following example. We assumed that the LBCC-IRAP data base was similar to the LBUSD data base meaning that the ethnic composition of one of the data bases is proportional to the other. That is, we assumed:

[% of x ethnic group LBUSD = % of x ethnic group IRAP]

[% of y ethnic group LBUSD = % of y ethnic group IRAP]

and so on for each of the ethnic groups. However, upon closer examination, it was discovered that these percentages are not exactly equivalent. Consider the following calculations and percentages:

IRAP	LBUSD
% Cambodian = $\frac{277}{471}$ x100 = 58%	% Cambodian = $\frac{2,205}{4,700}$ x 100 = 46.9%
% Vietnamese = $\frac{73}{471}$ x 100 = 15.5%	% Vietnamese= $\frac{1,315}{4,700}$ x 100 = 27.9%
% Vietnamese/ Chinese = $\frac{21}{471}$ x 100 = 4%	% Vietnamese/ Chinese = $\frac{.515}{4,700}$ x 100 = 10.9%
% Lao = $\frac{21}{471}$ x 100 = .6%	% Lao = $\frac{184}{4,700}$ x 100 = 3.9%
% Hmong = $\frac{57}{471}$ x 100 = 12%	% Hmong = $\frac{420}{4,700}$ x 100 = 8.9%
% Mien = $\frac{40}{471}$ x 100 = 8.4%	% Mien = $\frac{130}{4,700}$ x 100 = 2.7%

This apparent discrepancy in our data bases is due in part to an apparent quantative difference in the ethnic composition of each data base i.e., there is a higher percentage of K-12 Cambodian children identified in the IRAP sample than in the LBUSD sample. Another contributing factor is the relatively unequal sample size (IRAP total = 471 ; LBUSD total = 4,700).

Although these problems may have impacted our population estimate, it is not possible to determine the magnitude nor the direction of the effect. This will not be known until a more comprehensive study is undertaken or until the 1990 census. Given our limited resources and problems related to identifying usable data, our final population estimates are accurate within these limitations.

APPENDIX B. INDOCHINESE REFUGEES IN CALIFORNIA CITIES AND COUNTIES, 1980. REPORT SR 81-1, JANUARY 1981.

INDOCHINESE REFUGEES IN CALIFORNIA CITIES AND COUNTIES, 1980

Report SR 81-1

Department of Finance
Population Research Unit
1025 P Street
Sacramento, California

January 1981

The data presented in these tables are compiled from the Immigration and Naturalization Service's Annual California Alien Address Report for January 1980 as the benchmark. This benchmark has been updated with reports from the Intergovernmental Committee for European Migration (ICEM) on the destinations of new arrivals into California during 1980.

The original data for the State have been adjusted by the Office of Refugee Affairs to reflect the number of Indochinese refugees not filing an alien address report and by the Population Research Unit for the number of net secondary migrants*.

Underregistration: The January 1980 Alien Address Report for California was increased approximately 14 percent for underregistration, the same proportion as estimated for the total United States Indochinese alien underregistration by the United States Office of Refugee Affairs.

Secondary migration: Net secondary migration for 1980 was estimated by developing the net migration rate for California for 1979 of 4.1 percent and applying it to the 1980 total United States Indochinese refugee population. The secondary migrants were distributed to the cities and counties according to the known distribution of refugees as of October 1980.

Summary: To summarize the data and adjustments for the October 1980 total State estimate

January 1980 registered aliens	85,954
Adjustment for underregistration	12,250
Indochinese coming directly to California, January through October	40,865
Adjustment for California net secondary migration, January through October 1980	13,830
Total	152,899

These data are preliminary and subject to revision. Periodic updates are planned. At present approximately 4,000 refugees per month come directly to California from Indochina.

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*Secondary migrants are those who have come directly from Indochina to one of the states, then moved to a different state. California would have in and out secondary migrants, the exact number of each not known.

TABLE 1

INDOCHINESE REFUGEES IN CALIFORNIA

COUNTY	JANUARY 1980[a]				OCTOBER 1980[b,c]
	CAMBODIAN	LAOTIAN	VIETNAMESE	TOTAL	TOTAL
Alameda	323	249	2,865	3,437	5,825
Alpine	--	--	--	--	--
Amador	1	--	6	7	8
Butte	9	--	89	98	130
Calaveras	--	1	3	4	8
Colusa	--	--	2	2	2
Contra Costa	23	74	823	920	1,325
Del Norte	--	--	6	6	7
El Dorado	2	10	7	19	21
Fresno	54	29	531	614	1,124
Glenn	18	22	6	46	150
Humboldt	19	23	49	91	109
Imperial	--	--	17	17	19
Inyo	--	--	3	3	3
Kern	10	8	297	315	475
Kings	--	1	31	32	40
Lake	1	1	2	4	4
Lassen	1	--	7	8	19
Los Angeles	2,919	1,394	28,094	32,407	50,314
Madera	3	--	10	13	29
Marin	--	42	321	363	539
Mariposa	--	--	1	1	1
Mendocino	--	--	5	5	12
Merced	2	--	81	83	163
Modoc	--	--	6	6	7
Mono	--	--	--	--	--
Monterey	14	8	699	721	1,060
Napa	--	--	21	21	44
Nevada	--	--	9	9	10
Orange	665	2,562	17,622	20,854	29,300
Placer	1	5	53	59	100
Plumas	--	--	--	--	20
Riverside	7	74	738	819	1,052
Sacramento	21	91	2,413	2,525	4,508
San Benito	--	--	1	1	1
San Bernardino	27	16	1,025	1,068	1,711
San Diego	785	2,354	6,983	10,122	16,068
San Francisco	391	411	6,687	7,489	14,559
San Joaquin	96	747	763	1,606	2,857
San Luis Obispo	0	11	49	60	80
San Mateo	13	9	649	671	855
Santa Barbara	40	337	394	771	994
Santa Clara	155	216	10,323	10,694	15,677
Santa Cruz	40	8	61	109	152
Shasta	--	--	17	17	33
Sierra	--	--	--	--	--
Siskiyou	1	1	6	8	44
Solano	7	9	273	289	371
Sonoma	--	--	200	200	837
Stanislaus	47	81	387	515	882
Sutter	--	--	3	3	3
Tehama	2	--	14	16	23
Trinity	--	--	--	--	--
Tulare	14	10	121	145	191
Tuolumne	--	5	37	42	57
Ventura	78	--	702	780	957
Yolo	9	1	58	68	106
Yuba	--	2	19	21	23
The State	5,798	8,817	83,589	98,204	152,899

a/Adjusted for under-registration.
b/Adjusted for secondary migration.

TABLE 2

INDOCHINESE REFUGEES IN CALIFORNIA CITIES, JANUARY 1980[a/]

CITY	COUNTY	CAMBODIAN	LAOTIAN	VIETNAMESE	TOTAL
Anaheim	Orange	51	175	1,592	1,818
Alhambra	Los Angeles	43	21	1,054	1,118
Bakersfield	Kern	1	--	147	148
El Monte	Los Angeles	10	6	613	629
Fremont	Alameda	1	--	186	187
Fresno	Fresno	31	27	455	513
Fullerton	Orange	11	139	680	830
Garden Grove	Orange	103	135	2,272	2,510
Glendale	Los Angeles	10	2	816	828
Huntington Beach	Orange	47	225	1,615	1,887
La Puente	Los Angeles	49	14	380	443
Long Beach	Los Angeles	985	466	2,182	3,633
Los Angeles	Los Angeles	1,116	368	10,919	12,403
Modesto	Stanislaus	47	67	354	468
Oakland	Alameda	251	189	1,304	1,744
Pasadena	Los Angeles	23	2	461	486
Pomona	Los Angeles	1	33	912	946
Riverside	Riverside	6	8	548	562
Sacramento	Sacramento	7	70	1,857	1,934
Salinas	Monterey	13	--	88	101
San Bernardino	San Bernardino	10	--	178	188
San Diego	San Diego	680	2,164	5,494	8,338
San Jose	Santa Clara	122	187	7,088	7,397
Santa Ana	Orange	264	1,313	4,986	6,563
Santa Barbara	Santa Barbara	6	9	110	125
Santa Rosa	Sonoma	--	--	114	114
Stockton	San Joaquin	92	730	673	1,495
Sunnyvale	Santa Clara	--	3	966	969
Torrance	Los Angeles	--	50	445	495
Westminster	Orange	7	197	1,702	1,906

[a/]Adjusted for under-registration.

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California net secondary migration for 1980 and 1981 is estimated by establishing the California net secondary migration rate during 1979 and applying that rate to 1980 and 1981 data. Secondary migrants are those who move from the state of initial settlement to another state. To depict Californian secondary migration ideally both secondary migrants into California and secondary migrants out of California would be reported; these data are not available. However net secondary migration, the difference between in-migrants and out-migrants, can be estimated.

The estimated number of net Californian migrants during 1979 is calculated in the following way: The number of primary migrants to California during 1979 is added to the total number of registered Southeast Asian refugees 1/ as of January 1, 1979. This total is the expected number of registered Southeast Asian refugees as of January 1, 1980, excluding secondary migrants during 1979. The expected number for January 1, 1980 is subtracted from the actual number registering on January 1, 1980; the difference is the estimated net secondary migrants, to illustrate:

Aliens registered as of January 1979	56,486
Primary migrants during 1979	36,677
Expected January 1980	93,163
Aliens registered as of January 1980	102,214
Expected January 1980	- 93,163
Estimated California net secondary migrants during 1979	9,051

The total United States Southeast Asian Refugee population is the source of California's net secondary migration and is the denominator in the calculation of California's rate. The numerator is the number of California net secondary migrants during a specific period of time. The rate for the year 1979 is calculated as follows:

Total U.S. Southeast Asians 7-1-79 2/ (mid point in time for 1979)	223,121
Estimated California net secondary migrants 1979	9,051
1979 Rate	$\frac{9,051}{223,121} = 4.1\%$

1/ Source: Annual INS Alien Registration Report corrected for under-registration 1979 and 1980

2/ Source: Office of Refugee Resettlement. Department of Health & Human Services

This annual rate is then applied to the total United States population during 1980 and 1981 to estimate California net migration during these years. When data from the January 1981 Registered Alien Report become available a rate for 1980 will be calculated and used for future estimates. Since it is not known how may of those registering as of January 1, 1979 were secondary migrants an estimate of the total number of California net secondary migrants has not been calculated. However using the previously described method an estimate has been made since January 1979 and can be compared to primary migration during the same time period.

Estimated Southeast Asian Migrants, California January 1979 Through March 1981

	Number	Percent
Primary	98,199[1/]	76
Net Secondary	30,580	24
	128,779	100

[2/] It should be noted that all though 98,199 primary migrants came to California during the above time period not all of them remained, some became secondary migrants to other states. These Californian out-migrants were accounted for in the net secondary figure of 30,580.

REPORT TO
THE CONGRESS

JANUARY 31, 1981

Refugee Resettlement Program

U.S.DEPARTMENT OF
HEALTH AND HUMAN SERVICES

Office of Refugee Resettlement

128.

TABLE 9

Southeast Asian Refugees, by Age and Sex: January 1976 and January 1980

Age Group	Population as of January 1976 [a]			Population as of January 1980 [a]		
	Male	Female	Total	Male	Female	Total
0–5	14.2%	14.8%	14.5%	5.6%	6.0%	5.8%
6–11	14.6	14.7	14.7	15.8	16.8	16.2
12–17	13.5	13.3	13.4	15.5	14.6	15.0
18–24	19.6	16.9	18.3	18.8	16.5	17.8
25–34	18.3	18.2	18.2	22.2	21.8	22.0
35–44	9.5	9.1	9.3	10.8	10.9	10.9
45–62	7.0	7.4	7.2	8.2	8.5	8.4
63+	3.2	5.6	4.4	3.1	4.9	3.9
TOTAL	100.0% [b]	100.0%	100.0%	100.0%	100.0%	100.0%
Number	57,919	56,221	114,140	126,131	107,890	234,021
	Percent Distribution by Sex					
	Male	Female	Total	Male	Female	Total
	50.7	49.3	100.0%	53.9	46.1	100.0%

[a] Data from INS alien registrations, not adjusted for underregistration or for missing data. This accounts for differences from totals on other tables.

[b] Figures do not add to total due to rounding.

TABLE 10

Southeast Asian Alien Registration, by Nationality and State: January 1980 [a]

State	Cambodia	Laos	Vietnam	Total
Alabama	54	305	968	1,327
Alaska	5	25	236	266
Arizona	105	208	1,359	1,672
Arkansas	6	223	1,317	1,546
California	5,084	7,715	73,139	85,938
Colorado	385	1,451	2,915	4,751
Connecticut	229	722	1,366	2,317
Delaware	3	25	138	166
District of Columbia	47	76	384	507
Florida	251	285	4,979	5,515
Georgia	115	345	1,542	2,002
Hawaii	15	973	2,649	3,637
Idaho	1	178	250	429
Illinois	591	2,811	5,497	8,899
Indiana	128	409	1,698	2,235
Iowa	208	1,880	2,093	4,181
Kansas	129	753	2,549	3,431
Kentucky	26	293	758	1,077

OFFICE OF REFUGEE RESETTLEMENT
DEPARTMENT OF HEALTH AND HUMAN SERVICES

AGE-SEX REPORT
SOUTHEAST ASIAN REFUGEES

ENTRIES DURING MARCH 1981

AGE	MALES	FEMALES	UNKNOWN	TOTAL
1- 4	583	582	1	1,166
5- 9	599	550	2	1,151
10-14	714	457	3	1,174
15-19	871	526	1	1,398
20-24	1,004	610	3	1,617
25-29	708	488	3	1,199
30-34	366	294	1	661
35-39	259	169	0	428
40-44	176	115	0	291
45-49	121	103	0	224
50-54	104	97	3	204
55-59	61	58	0	119
60-64	41	58	0	99
65+	58	96	3	157
UNKNOWN	0	0	26	26
TOTAL	5,665	4,203	46	9,914

ENTRIES SINCE JANUARY 1981 *

AGE	MALES	FEMALES	UNKNOWN	TOTAL
1- 4	1,822	1,741	1	3,564
5- 9	1,986	1,707	3	3,696
10-14	2,144	1,485	5	3,634
15-19	2,890	1,724	2	4,616
20-24	2,932	1,789	3	4,724
25-29	1,987	1,491	7	3,485
30-34	1,149	904	1	2,054
35-39	789	581	1	1,371
40-44	529	421	1	951
45-49	355	316	1	672
50-54	297	254	3	554
55-59	182	197	0	379
60-64	145	168	0	313
65+	160	272	3	435
UNKNOWN	0	0	26	26
TOTAL	17,367	13,050	57	30,474

* United States entries January through March 1981

TABLE 7

Indochinese Refugees, by Age and Sex:

January 31, 1976, and New Arrivals August 1977—January 1979 [a]

Age Group	Population as of January 31, 1976			New Arrivals August 1977–January 1979		
	Male	Female	Total	Male	Female	Total
0–5	14.2%	14.8%	14.5%	12.3%	15.3%	13.6%
6–11	14.6	14.7	14.7	14.6	17.2	15.7
12–17	13.5	13.3	13.4	16.4	13.6	15.2
18–24	19.6	16.9	18.3	22.5	17.9	20.6
25–34	18.3	18.2	18.2	18.7	18.8	18.8
35–44	9.5	9.1	9.3	8.6	8.0	8.3
45–62	7.0	7.4	7.2	5.8	6.8	6.2
63+	3.2	5.6	4.4	1.2	2.4	1.7
Total	100.0% [b]	100.0%	100.0%	100.0% [b]	100.0%	100.0% [b]
Number	57,919	56,221	114,140	19,215	14,145	33,360
	Percent Distribution by Sex					
	Male	Female	Total	Male	Female	Total
	50.7	49.3	100.0%	57.6	42.4	100.0%

[a] 1976 data from INS alien registrations; data for new arrivals based on refugee records provided by Department of State.

[b] Figures do not add to total due to rounding.

SOUTHEAST ASIAN REFUGEE ENTRIES INTO UNITED STATES, OCTOBER 1979 THROUGH MARCH 1981* BY AGE AND SEX

AGE	MALES	FEMALES	UNKNOWN	TOTAL NUMBER	TOTAL PERCENT
0-4	11,461	10,738	21	22,220	11.3
5-14	27,150	22,542	36	49,728	25.2
15-24	34,045	22,319	31	56,395	28.6
25-44	28,417	23,143	34	51,594	26.2
45-64	6,897	6,959	7	13,863	7.0
65	1,314	2,032	4	3,350	1.7
Unknown	1	0	27	28	0.0
Total	109,285	87,733	160	197,178	100.0
	55.4	44.5	0.1	100.0	

* Age and sex data for November and December 1980 not available.

Department of Finance
Population Research Unit
June 1981

Department of Finance
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1025 P Street
Sacramento, California

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The data presented in these tables are compiled from the Immigration and Naturalization Service's Annual California Alien Address Report for January 1980 as the benchmark. This benchmark has been updated with reports from the Office of Refugee Resettlement, Department of Health and Human Services.

The original data for the State have been adjusted by the Office of Refugee Resettlement to reflect the number of Southeast Asian refugees not filing an alien address report and by the Population Research Unit for the number of net California secondary migrants*.

Underregistration: The January 1980 Alien Address Report for California was increased approximately 14 percent for underregistration. This is the same proportion as estimated for the total United States Southeast Asian alien underregistration by the United States Office of Refugee Resettlement.

Secondary migration: Net secondary migration for 1980 and 1981 was estimated by developing the net migration rate for California for 1979 of 4.1 percent and applying it to the total United States Southeast Asian refugee population. The secondary migrants were distributed to the counties according to the distribution of refugees as of October 1980, and March 1981.

Summary: To summarize the data and adjustments for the March 1981 total State estimate of Southeast Asian Refugees

January 1980 registered aliens	85,954
Adjustment for underregistration	12,250
Primary migrants to California, January 1980 through March 1981	58,428
Adjustment for California net secondary migration, January 1980 through March 1981	21,529
Total	178,161

These data are preliminary and subject to revision. At present approximately 3,500 refugees per month come directly to California from Southeast Asia and secondary migration is estimated to be approximately 1,400 per month.

Limitations of the data: No estimation is made of intercounty migration within California. No adjustment is made to remove those refugees who have become citizens since January 1980. Because the January 1981 Immigration and Naturalization Service's Alien Address Report is not yet available, the January 1980 Address Report has to continue as the benchmark. Also the secondary migration rate for California cannot be revised until new data are available from the 1981 Alien Address Report.

*Secondary migrants are those who have come directly from Southeast Asia to one of the states, then moved to a different state. California would have in and out secondary migrants, the exact number of each not known.

ESTIMATED SOUTHEAST ASIAN REFUGEES IN CALIFORNIA COUNTIES

	Total as of January 1980a/	Primary Migrants January 1980 Through March 1981b/	Net Secondary Migrants January 1980 Through March 1981	Total as of March 31, 1981
Alameda	3,437	2,603	824	6,864
Alpine	0	0	0	0
Amador	7	0	1	8
Butte	93	20	18	136
Calaveras	4	3	1	8
Colusa	2	0	0	2
Contra Costa	920	397	185	1,502
Del Norte	6	0	1	7
El Dorado	19	7	3	29
Fresno	614	529	158	1,301
Glenn	46	90	21	157
Humboldt	91	21	16	128
Imperial	17	2	3	22
Inyo	3	0	0	3
Kern	315	127	65	507
Kings	32	7	6	45
Lake	4	0	0	4
Lassen	8	9	3	20
Los Angeles	32,407	18,923	7,075	58,405
Madera	13	13	4	30
Marin	363	197	77	637
Mariposa	1	0	0	1
Mendocino	5	132	7	144
Merced	83	83	23	189
Modoc	6	0	1	7
Mono	0	0	0	0
Monterey	721	470	154	1,345
Napa	21	19	6	46
Nevada	9	0	1	10
Orange	20,854	8,232	4,079	33,165
Placer	59	61	15	135
Plumas	0	23	3	26
Riverside	819	217	146	1,182
Sacramento	2,525	2,842	669	6,036
San Benito	1	0	0	1
San Bernardino	1,068	722	243	2,033
San Diego	10,122	6,203	2,256	18,581
San Francisco	7,489	7,577	2,057	17,123
San Joaquin	1,606	1,583	414	3,603
San Luis Obispo	60	16	11	87
San Mateo	671	158	118	947
Santa Barbara	771	137	135	1,043
Santa Clara	10,694	5,375	2,208	18,277
Santa Cruz	109	39	21	169
Shasta	17	18	5	40
Sierra	0	0	0	0
Siskiyou	8	32	6	46
Solano	289	84	52	425
Sonoma	200	761	123	1,084
Stanislaus	515	398	125	1,038
Sutter	3	0	0	3
Tehama	16	8	3	27
Trinity	0	0	0	0
Tulare	145	44	25	214
Tuolumne	42	10	8	60
Ventura	780	168	134	1,082
Yolo	68	56	16	140
Yuba	21	12	4	37
Total	98,204	58,428	21,529	178,161

a/Source: Alien Address Report for January 1980 adjusted for underregistration.
b/Source: Office of Refugee Resettlement, Department of Health and Human Services.

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APPENDIX C. NEIGHBORHOOD ANALYSIS PROGRAM, DEPARTMENT OF BUILDING AND PLANNING, CITY OF LONG BEACH, OCTOBER 1982.

N E I G H B O R H O O D A N A L Y S I S P R O G R A M

PREPARED FOR THE 1983 COMMUNITY DEVELOPMENT STRATEGY

October, 1982

DEPARTMENT OF PLANNING AND BUILDING
LONG BEACH, CALIFORNIA

INTRODUCTION

The Neighborhood Analysis Program is a working document prepared as a research tool for the Community Planning Program and as a background document for the 1983 Community Development Strategy. The primary objective of this comprehensive data analysis is to identify issues and problems that face many of the City's communities. Through the reliable identification of the source of these problems, it is possible to define planning objectives and forecast trends that will shape the future of these diverse areas. The compilation and comparative analysis of the 1970 and 1980 Census data brings these neighborhood problems sharply into focus, makes it possible to forecast major trends, formulate strategies and alternative strategies, and analyze their feasibility.

Synergistically, understanding the needs of our communities will not only benefit the City as a larger entity, but will help create opportunities within Long Beach that will be advantageous to the region.

The Neighborhoods

To facilitate the data analysis and overall planning objective, the City was divided into 53 neighborhoods or "study areas". The boundaries of the study areas were defined by the Department of Planning and Building, Community Planning Division. Many of the neighborhoods delineated were defined in the recently completed City-wide Rezoning Program.

The majority of the neighborhoods were defined by their social or geographic attributes. Examples of neighborhoods that are geographically defined would be the Peninsula and Naples Island. Defining a neighborhood by its social characteristics is more difficult, often subjective, but nevertheless is necessary if the City is going to be divided into manageable parts. Examples of these neighborhoods would be ones that are predominately homogeneous in nature or characterized by a consistent quality in housing. Some study areas are entirely multi-family residential, others are entirely single family residential. Other neighborhoods, like some westside communities, are defined by industrial land uses.

A Word About the Data

Population characteristics and housing characteristics are the two main segments of the social and physical composition of the communities. The subcomponents of the two characteristics were carefully chosen because each one of them, by itself, collectively, or from the perspective of change, points to key elements in any society while defining the needs of that special community.

Understanding the age characteristics, for example, determines the needs for such facilities as day care centers, senior citizens care facilities like health, food and convenient local shopping, or expanded educational oppportunities in the case of a community with a growing number of children.

The number of males or females, households and household size is a clue to the rate at which families are growing. The household size helps determine their needs as to the size and types of housing that is provided them in that particular community. This also relates to the rate of overcrowding that is a major problem in many study areas.

Change in median rents and home values are used to monitor the level of affluency in the neighborhoods and, by augmenting these data with DPSS and overcrowding, inferences can be made that relates to the ability of the current residents to pay these values.

Data Not Provided

In the interest of time, the data forms in the draft of the Neighborhood Analysis Program are not thoroughly complete. The "change" categor‹ is only finished on a few of the pages but is referenced on many of the accompanying texts. The crime data were deleted because of its sensitivity and problems in converting crime data, which are collected by reporting districts, to the neighborhood level.

Later this year the City will be receiving data on the economic and employment characteristics compiled during the 1980 Census. Those data will be incorporated into the final draft of this report as soon as it is aggregated to the neighborhood level and analyzed.

Neighorborhood 18 - 1970/1980

This neighborhood has not experienced any unusually large fluctuations in any segments of its physical or social structures (except overcrowding). Population and housing have both grown proportionately. The male/female ratio has changed favoring the female, but still remains a small percentage higher in the male category. The increase in the female ratio probably resulted in the influx of Hispanics and Blacks as family units moved into the neighborhood.

The household size has remained static but the rate of overcrowding has doubled. In 1970 there were 137 overcrowded units compared to 286 reported in the 1980 census. It is now two percentage points above the City average.

There has also been a slight growth in the renter-occupied units. It appears that the increase of overcrowding has been in these renter occupied units. The rents in this neighborhood have not increased as much as in neighborhoods 16 and 17, but still remains higher.

The number of people receiving welfare is only a little above the average. This indicates at least some financial stability. The people that are moving into this study area, mainly blacks, are moving here to upgrade their living status (In the absence of 1970 welfare statistics it is hard to say but appears to be the situation). Further, because of the great in-migration (or natural increase) of Hispanics in the core of the central area (neighborhoods 8, 9, and 10) the competition for housing is forcing the Blacks out. Also, the rate of increase in the incidence of overcrowding and in numbers (per 1000) receiving welfare funds is much higher in the core area where the Black population has experienced only minor growth, and even declined in one neighborhood there.

Conclusions

The stability of this neighborhood may be in jeopardy. Rents and housing values have not kept pace with the rest of the City. Overcrowding has surpassed the City mean by a small margin. The number of people receiving welfare is above normal. And the housing stock is increasingly being renter rather than owner-occupied. In light of these changes, the programs that should be considered for this area are those that will maintain the physical structure of the area. Proper street tree maintenance, road upkeep, and street cleanliness will provide an environment that will encourage pride and foster reinvestment into the renter (as well as owner) occupied buildings.

Neighborhood watch programs may make the incumbent residents feel more at ease as the racial composition of their neighbors change.

Senior citizen programs are alsq important in this area. In 1970 their number exceeded the city average.

Day-care centers are not so important. The 0-5 group is decreasing and the neighborhood is becoming populated with more females.

Lot clean-up and graffiti eradication teams should be dispatched where appropriate.

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NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 18

CENSUS TRACT EQUIVALENTS 5769

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	6,904	---	7,321	---	+ 1.1X
TOTAL MALES	46.1%	48.7%	48.9%	49.0%	+ 2.8X
TOTAL FEMALES	53.9%	51.3%	51.1%	51.0%	- 2.8X
AGE GROUP 0-19 (as a % of total population)	22 %	28%	24 %	26%	+ 1.1X
AGE GROUP 0-4 (as a % of 0-19 age group)	32 %	29%	27 %	27%	- 1.2X
AGE GROUP 65 plus (as a % of total pop.)	17 %	14%	12 %	14%	- 1.4X
NUMBER OF HOUSEHOLDS	3,415	---	3,585	---	- - -
MEDIAN HOUSEHOLD SIZE	2.02	2.35	2.04	2.38	- - -
HISPANICS (as a % of total population)	11.0%	7.3%	12.2%	14.0%	+ 1.1X
BLACKS (as a % of total population)	0.3%	5.3%	7.8%	11.1%	+26.0X
ASIANS (as a % of total population)	1.7%	1.9%	5.8%	5.7%	+ 3.4X
HOUSING CHARACTERISTICS					
TOTAL UNITS	3,620	---	3,819	---	+ 1.1X
TOTAL OCCUPIED UNITS	3,415	---	3,585	---	- - -
VACANT UNITS	205	---	233	---	+ 1.1X
OWNER-OCCUPIED UNITS (as a % of occ. units)	20 %	44%	18 %	43%	- 1.1X
RENTER-OCCUPIED UNITS (as a % of occ. units)	80 %	56%	82 %	57%	- - -
MEDIAN RENT	$ 89	$101	$ 216	$232	+ 2.4X
MEDIAN HOME VALUE	$ 18,700	$23,000	$ 69,800	$82,100	+ 3.7X
OVERCROWDED UNITS (as a % of occ. units)	4 %	4%	8 %	6%	+ 2.0X
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)			174	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 15 - 1970/1980

Growth has impacted this neighborhood which has increased 30% in population since 1970. More males, more children, fewer elderly, and almost no increase in households indicate a large influx of family units. Family size also increased by 30%. Most of these increases are probably attributable to the appreciable enlargement of the Hispanic, Black and Asian communities. A three-fold increase in overcrowded units has occurred, so that the rate now is four times the city-wide average.

Participation in welfare programs is nearly 2½ times the average for the City.

Conclusions

This neighborhood has apparently become a "landing place" for large immigrant families who have little or no income. Many have had to occupy units which are too small for their needs but which have rents near the city median. These factors have forced many to seek help in some form of welfare. The enormous increase in school age children is having considerable impact on the school system, particularly since many children probably do not speak English.

City sponsored programs which could directly or indirectly increase rents could be counterproductive here, forcing many more people to seek income supplementation.

The only answers to the severe overcrowding problem is more units or fewer people. New construction is probably not economically feasible. The large population of children would indicate that there will continue to be more people here than can confortably be housed.

Day care programs which would relieve wives to enter the job market appear to be most important. Employees with opportunities in unskilled or semi-skilled service sectors should be encouraged to hold job fairs in this neighborhood.

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NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 15

CENSUS TRACT EQUIVALENTS 5764

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	7435	---	9457	---	+ 1.3X
TOTAL MALES	47.8%	48.7%	51%	49.0%	+ 3.2%
TOTAL FEMALES	52.2%	51.3%	49%	51.0%	- 3.2%
AGE GROUP 0-19 (as a % of total population)	28 %	28%	40%	26%	+ 1.4X
AGE GROUP 0-4 (as a % of 0-19 age group)	41 %	29%	33%	27%	- 1.2X
AGE GROUP 65 plus (as a % of total pop.)	14 %	14%	7%	14%	- 2.0X
NUMBER OF HOUSEHOLDS	3153	---	3183	---	---
MEDIAN HOUSEHOLD SIZE	2.36	2.35	2.97	2.38	+ 1.3X
HISPANICS (as a % of total population)	16%	7.3%	35.5%	14.0%	+ 2.2X
BLACKS (as a % of total population)	15.2%	5.3%	21.1%	11.1%	+ 1.4X
ASIANS (as a % of total population)	2.3%	1.9%	5.6%	5.7%	+ 2.4C
HOUSING CHARACTERISTICS					
TOTAL UNITS	3378	---	3466	---	----
TOTAL OCCUPIED UNITS	3153	---	3183	---	----
VACANT UNITS	225	---	281	---	+ 1.1X
OWNER-OCCUPIED UNITS (as a % of occ. units)	17%	44%	17%	43%	----
RENTER-OCCUPIED UNITS (as a % of occ. units)	83%	56%	83%	57%	----
MEDIAN RENT	$ 86	$101	$ 204	$232	+ 2.4X
MEDIAN HOME VALUE	$15800	$23,000	$53,500	$82,100	+ 3.4X
OVERCROWDED UNITS (as a % of occ. units)	9%	4%	25%	6%	+ 2.8X
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)			339	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 10 - 1970/1980

This neighborhood has had a decrease in both population and housing units. The Poly High Redevelopment Project near Atlantic Avenue and Pacific Coast Highway probably contributed to this decrease. A 21% decrease in housing units and only a 5% decrease in population has resulted in large median household size and a considerable (25.9%) amount of overcrowding. The removal of some existing housing stock during the redevelopment phase did not cause residents to leave the neighborhood. Because it was not possible for all of them to find suitable housing, in terms of rent and size, many doubled up with friends or relatives in the immediate vicinity.

Another reason for the severe overcrowding may be the current influx of Hispanic families competing with the Blacks for the same housing. The Hispanics have increased to 28% of the total population while the Blacks have decreased somewhat. The Hispanic families, who may have been more economically mobile, may have moved into the redevelopment housing. Also, the neighborhood is currently 44% 0-19 year olds. This is much higher than the City average of 26%. Many of these children could have been born in the last decade and the economy has not provided an opportunity for many of these families to move into large units elsewhere. Many of the people simply cannot afford to upgrade their housing situation. 3,300 people are receiving welfare. This is three times the City average which indicates low level of education and high rate of unemployment among families with dependent children.

This area has always been a haven for renters, with 80.8% of the total occupied housing units being used as income property for absentee landlords in 1970. This figure has declined somewhat but is still much higher than the average for this city. Rents have increased slightly more than the average. This may be a produce of the newer housing projects and probably accounts for the high rate of welfare recipients.

Home values have almost kept pace but the purchase price, more than likely, buys a smaller unit than is desirable.

Conclusions

The Poly High Redevelopment Project, and infill housing program south of the Redevelopment project, is providing shelter but is beyond the means of the residents. It

appears that these new homes are being occupied by large Hispanic and Asian families that are more affluent than those displaced during the redevelopment process. The infill housing program is at least providing larger single and two family homes for a population that has large families. The smaller unit, higher density project north of the school may not be the type of housing needed in this area in the future. The current median rent in the area is not far below the City median and apparently cannot be met by the renters without income assistance.

Like Neighborhood 9, it seems appropriate to suggest large scale job training and educational programs. With such a large percentage of young people, these programs may be beneficial to the future well being of this neighborhood and the City.

Weed abatement and lot clean-up programs should be vigorously continued. These programs may foster more pride in the neighborhood, encouraging home ownership and increased investment by lending institutions.

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NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
CITY ROAD PLANNING DIVISION

NEIGHBORHOOD NO. 10

CENSUS TRACT EQUIVALENTS 5752, (P)5753

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	7,944	---	7,555	---	
TOTAL MALES	48.5%	48.7%	48.6%	49.0%	
TOTAL FEMALES	51.5%	51.3%	51.4%	51.0%	
AGE GROUP 0-19 (as a % of total population)	37.3%	28%	43.9%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	33.2%	29%	32.2%	27%	
AGE GROUP 65 plus (as a % of total pop.)	9.6%	14%	6.9%	14%	
NUMBER OF HOUSEHOLDS	3108	---	2,481	---	
MEDIAN HOUSEHOLD SIZE	2.6	2.35	3.0	2.38	
HISPANICS (as a % of total population)	9.4%	7.3%	28.1%	14.0%	
BLACKS (as a % of total population)	52.9%	5.3%	46.3%	11.1%	
ASIANS (as a % of total population)	1.5%	1.9%	4.8%	5.7%	
HOUSING CHARACTERISTICS					
TOTAL UNITS	3,497	---	2,765	---	
TOTAL OCCUPIED UNITS	3,108	---	2,481	---	
VACANT UNITS	389	---	284	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	19.2%	44%	20.7%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	80.8%	56%	79.3%	57%	
MEDIAN RENT	$80	$101	$186	$232	
MEDIAN HOME VALUE	$14,968	$23,000	$50,958	$82,100	
OVERCROWDED UNITS (as a % of occ. units)	13.1%	4%	25.9%	6%	
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)				140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

targeted to the residents of this and nearby neighborhoods in the Central Area.

Housing construction should not be encouraged through rezoning or density incentives. New construction will increase rents and/or housing costs and further increase the welfare dependence of the families. Programs like property maintenance, street improvements, and general clean-up would give the area a face-lift and should increase pride in the neighborhood.

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NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG BEACH PLANNING DIVISION

NEIGHBORHOOD NO. 8

CENSUS TRACT EQUIVALENTS (P)5730, (P)5731, (P)5732.01, (P)5732.02, (P)5753, ~~(P)5754~~

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	6,424	---	8,649	---	
TOTAL MALES	47.0%	48.7%	49.0%	49.0%	
TOTAL FEMALES	53.0%	51.3%	51.0%	51.0%	
AGE GROUP 0-19 (as a % of total population)	30.2%	28%	38.7%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	34.3%	29%	31.8%	27%	
AGE GROUP 65 plus (as a % of total pop.)	13.6%	14%	6.7%	14%	
NUMBER OF HOUSEHOLDS	2,865	---	3,180	---	
MEDIAN HOUSEHOLD SIZE	2.2	2.35	2.7	2.38	
HISPANICS (as a % of total population)	8.2%	7.3%	25.6%	14.0%	
BLACKS (as a % of total population)	32.7%	5.3%	35.0%	11.1%	
ASIANS (as a % of total population)	2.3%	1.9%	8.6%	5.7%	
HOUSING CHARACTERISTICS					
TOTAL UNITS	3,143	---	3,472	---	
TOTAL OCCUPIED UNITS	2,865	---	3,180	---	
VACANT UNITS	278	---	292	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	20.3%	44%	20.2%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	79.7%	56%	79.8%	57%	
MEDIAN RENT	$87	$101	$199	$232	
MEDIAN HOME VALUE	$17,393	$23,000	$55,895	$82,100	
OVERCROWDED UNITS (as a % of occ. units)	7.3%	4%	17.3%	6%	
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)				140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 6 - 1970/1980

This neighborhood has experienced a 34% growth rate in population, a decrease in the number of family units, and a rather large increase in the median household size. The decrease in family units may have resulted from the 6% decrease in the total number of dwelling units. This decrease, along with the very large influx of Hispanics and Blacks, which traditionally have large families, account for the increase in household size and correspondingly, the high rate of overcrowding. In 1970, overcrowding was only 2% above the City mean. It is currently five times the City mean.

In addition, there has been a significant decrease in the elderly population. The high rate of absentee landlords is taking its toll in this neighborhood. The number of renter-occupied units has increased and there has also been a corresponding increase in the vacanty rate.

The rents have kept pace with the city-wide median but the home values have not, which suggests that landlords are taking advantage of high demand situation and gouging rents. Home owners are disinvesting and moving out of the area. The number of people receiving welfare is over twice the City average. These characteristics are indicative of a neighborhood that has entered a serious stage of decline.

The number of children in this area is higher than the City average and has increased since 1970. Almost one out of two people are under 19 years of age. This would indicate an influx of young Hispanic and Black families, as mentioned earlier.

Conclusions

Any programs which would encourage development or recycling of the housing stock may cause some serious problems for this neighborhood. New development/recycling would result in smaller units where there is already an overcrowding problem, a further increase in rents, and may further tax the school system by allowing more families to move into this part of town.

The City may consider stabilizing the neighborhood by offering a variety of ethnic awareness/pride programs that would appeal to the majority of the residents. Also, a clean-up or beautification program may increase home ownership and encourage condo conversion (if the economy and price of money favor such).

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NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
CITY: LAKE PLANNING DIVISION

NEIGHBORHOOD NO. 6

CENSUS TRACT EQUIVALENTS (P)5754

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	4,207	---	5,619	---	
TOTAL MALES	48.1%	48.7%	51.6%	49.0%	
TOTAL FEMALES	51.9%	51.3%	48.4%	51.0%	
AGE GROUP 0-19 (as a % of total population)	22.4%	28%	42.3%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	45.1%	29%	39.6%	27%	
AGE GROUP 65 plus (as a % of total pop.)	12.8%	14%	3.8%	14%	
NUMBER OF HOUSEHOLDS	1,980	---	1,853	---	
MEDIAN HOUSEHOLD SIZE	2.1	2.35	3.0	2.38	
HISPANICS (as a % of total population)	12.8%	7.3%	45.5%	14.0%	
BLACKS (as a % of total population)	2.8%	5.3%	23.4%	11.1%	
ASIANS (as a % of total population)	3.6%	1.9%	9.6%	5.7%	
HOUSING CHARACTERISTICS					
TOTAL UNITS	2,111	---	1,992	---	
TOTAL OCCUPIED UNITS	1,980	---	1,853	---	
VACANT UNITS	131	---	139	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	9.4%	44%	5.6%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	90.6%	56%	94.4%	57%	
MEDIAN RENT	$92	$101	$198	$232	
MEDIAN HOME VALUE	$18,000	$23,000	$55,300	$82,100	
OVERCROWDED UNITS (as a % of occ. units)	6.1%	4%	33.3%	6%	
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)				140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 43 - 1970/1980

The decrease in vacancy rates, which expresses a demand for affordable housing, has allowed an increase in the total number of households while the population has decreased. The median household size has remained basically the same, but the rate of overcrowding has increased slightly. It may be that families are having to occupy (rent or own) smaller housing units in an effort to maintain their economic status. These statistics are commendable because this neighborhood is not above the City average in comparative welfare statistics.

The housing values, like many other North Long Beach neighborhoods, are well below the City median (1970 and 1980), yet they have increased by the same margin (+249%) since 1970. The onwer/renter mix compares to the City characteristic, but the vacancy rate is over two percentage points below the average. Of the vacant units, the majority are vacant rental units.

The large number of young children, and the balanced male/female ratio, indicates many new families. It is very possible that this neighborhood contains a lot of young couples who are moving into the home ownership market and starting a family. The total 1980 median age is 27.6. This is rather young for a couple to start a family (in this day and age), but because of the large number of 0-19 year olds, this age statistic is skewed downward. An undistorted or true median age of the adult population is probably between 30-33. This would coincide with the emergence of the "baby-boom" generation in their early childbearing years.

The ethnic composition has changed. The Hispanic population has grown from 8% to 14% and the Blacks now comprise 5% of the total population.

Conclusions

Land use decisions that will provide relief from the tight rental market, without disturbing the quality and price of the owner-occupied housing, may be beneficial to this neighborhood. Over use of the rental stock will accelerate its deterioration. A landlord needs time to properly clean and care for the unit before it is rented again. Thus, a line of prospective rentals may act as a disincentive in the renters maintenance of the structure. This area may be prime for a program to construct affordable rental housing, on key sites. Also, this could increase the rate of owner-occupancy among the existing units by providing the necessary rental stock. This may drain some of the economic incentive from renting a single family structure.

A logical off-shoot of a program that would lead the way to the construction of affordable housing would be to provide low interest loans to people who want to buy one of the existing single family homes. This could be a tandem program allowing bonus densities to developers in conjunction with the sale of these homes to qualified buyers. The developers could get one (or 1.5 or 2) extra units for each home sale they finance or help finance with the City, etc. This would be a deviation from the current density incentive programs which provides "physical" amenities rather than "social" amenities to the immediate area.

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NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 43

CENSUS TRACT EQUIVALENTS (P)5706

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	6,770	---	6,704	---	
TOTAL MALES	47.8%	48.7%	48.5%	49.0%	
TOTAL FEMALES	52.2%	51.3%	51.5%	51.0%	
AGE GROUP 0-19 (as a % of total population)	29.8%	28%	30.9%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	35.3%	29%	30.2%	27%	
AGE GROUP 65 plus (as a % of total pop.)	11.3%	14%	11.0%	14%	
NUMBER OF HOUSEHOLDS	2,636	---	2,648	---	
MEDIAN HOUSEHOLD SIZE	2.6	2.35	2.5	2.38	
HISPANICS (as a % of total population)	8.1%	7.3%	13.7%	14.0%	
BLACKS (as a % of total population)	0.2%	5.3%	6.8%	11.1%	
ASIANS (as a % of total population)	1.0%	1.9%	6.7%	5.7%	
HOUSING CHARACTERISTICS					
TOTAL UNITS	2,726	---	2,720	---	
TOTAL OCCUPIED UNITS	2,636	---	2,648	---	
VACANT UNITS	90	---	72	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	46.6%	44%	44.2%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	53.4%	56%	55.8%	57%	
MEDIAN RENT	$127	$101	$246	$232	
MEDIAN HOME VALUE	$18,800	$23,000	$65,700	$82,100	
OVERCROWDED UNITS (as a % of occ. units)	5.6%	4%	7.7%	6%	
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)					
PART I CRIMES (per 1000 population)			140	140	
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 19 - 1970/1980

This neighborhood has experienced moderate growth in population, the number of females, pre-school children, households, minorities, and in housing units. The 3% growth in housing units was exceeded by an 11% growth in total population. The result was a large increase in the rate of overcrowding.

The largest increases in the minority population has been among the Blacks. The Asian population is at the City average.

This high percentage of pre-school and school children in the predominately renter-occupied neighborhood may account for the exceptionally high number of welfare recipients.

The rents paid in this study area are at the City average and are out of reach for the residents.

The dollar value of the owner-occupied units is 40% below the City average. In 1970 it was 42% below.

The number of households have increased by 1.2% and the median household size is currently a small percentage above average. Considering the extreme rate of overcrowding, it is apparent that many of the rental units are in the 1 and 2 bedroom type of apartments.

The vacancy rate has increase by 3% in the past 10 years. This may point to a decrease in housing quality resulting from the absentee landlords and/or speculation. Or, because of the economy, the increase in the vacancy rate could be unsold, or unrented units in a new housing project. Further study could reveal the answer.

Conclusions

The inability for many of the renter residents to meet their current rents makes it unadvisable for the City to encourage new construction in this study area. New developments, without a concurrent relaxation of interest rates, will probably remain vacant and decrease affordable housing through demolition of the existing housing stock.

It may be more beneficial to the City to encourage property maintenance (during code enforcement) and consequent reinvestment in the rental properties.

The large number of school children signals the need for day-care centers. This would free both parents for participation in the work force if a sufficient number of jobs were available and they had the skills that were necessary.

Job training and educational awareness programs should be implemented here.

NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 19

CENSUS TRACT EQUIVALENTS (P) 5751

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	6,601	---	7,331	---	
TOTAL MALES	49.8%	48.7%	50.8%	49.0%	
TOTAL FEMALES	50.2%	51.3%	49.1%	51.0%	
AGE GROUP 0-19 (as a % of total population)	26.8%	28%	32.5%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	35.8%	29%	34.2%	27%	
AGE GROUP 65 plus (as a % of total pop.)	10.5%	14%	7.6%	14%	
NUMBER OF HOUSEHOLDS	2,976	---	3,012	---	
MEDIAN HOUSEHOLD SIZE	2.2	2.35	2.4	2.38	
HISPANICS (as a % of total population)	11.7%	7.3%	25.4%	14.0%	
BLACKS (as a % of total population)	.4%	5.3%	11.4%	11.1%	
ASIANS (as a % of total population)	1.8%	1.9%	6.0%	5.7%	
HOUSING CHARACTERISTICS					
TOTAL UNITS	3,145	---	3,266	---	
TOTAL OCCUPIED UNITS	2,976	---	3,012	---	
VACANT UNITS	169	---	254	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	19.0%	44%	16.7%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	81.0%	56%	83.3%	57%	
MEDIAN RENT	$ 102	$101	$ 230	$232	
MEDIAN HOME VALUE	$ 16,200	$23,000	$58,600	$82,100	
OVERCROWDED UNITS (as a % of occ. units)	6.1%	4%	15.3%	6%	
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)			243	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 42 - 1970/1980

Similar to neighborhood #41, the housing values have been way below the median market value for Long Beach. The standard of urban living that prevails in this area, given these values and types of housing, cannot be confidently gleaned from the available data. The data that is currently available does not indicate the type of housing, i.e. size, lot area, number of parking spaces, etc. It is known that these housing values persist throughout the entire North Long Beach area.

The total number of people, male and female, children and elderly, has only slightly changed since 1970. The household size has remained the same. The total number of households has increased by 34 and there has been an additional 11 housing units constructed. The vacancy rate has remained static at 3% which would indicate a tight housing market (rent or own).

The owner/renter ratio has stabilized at 60/40. Again, the number of individuals and families receiving welfare is rather low.

There has been some replacement of the Anglo population with minorities. The Hispanic group has shown the greatest increase, followed by Blacks and Asians. However, this neighborhood still remains predominently Anglo.

Conclusions

The main thrust of the City programs here should be aimed at increasing the number of owner-occupied units. This could be done by cleaning up the environment through the paint rebate, street improvement, and rehabilitation loan programs which should, idealistically, stimulate further private investment or by providing low interest loans to qualify first time buyers. The application of one or more of these programs might produce the desired results.

Land use decisions that would culminate in the recycling of the existing housing stock might work against the grain.

LONG BEACH FRWY.
SAN DIEGO FRWY.
SAN GABRIEL FRWY.
SIGNAL HILL

NEIGHBORHOOD ANALYSIS PROGRAM

DEPARTMENT OF PLANNING AND BUILDING
LONG RANGE PLANNING DIVISION

NEIGHBORHOOD NO. 42

CENSUS TRACT EQUIVALENTS (P)5705

(P)5706

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	10,592	---	10,535	---	
TOTAL MALES	47.7%	48.7%	48.1%	49.0%	
TOTAL FEMALES	52.3%	51.3%	51.9%	51.0%	
AGE GROUP 0-19 (as a % of total population)	27.7%	28%	27.6%	26%	
AGE GROUP 0-4 (as a % of 0-19 age group)	29.2%	29%	30.6%	27%	
AGE GROUP 65 plus (as a % of total pop.)	13.2%	14%	14.0%	14%	
NUMBER OF HOUSEHOLDS	4,263	---	4,297	---	
MEDIAN HOUSEHOLD SIZE	2.5	2.35	2.5	2.38	
HISPANICS (as a % of total population)	4.3%	7.3%	12.3%	14.0%	
BLACKS (as a % of total population)	0.1%	5.3%	4.0%	11.1%	
ASIANS (as a % of total population)	0.8%	1.9%	4.0%	5.7%	
HOUSING CHARACTERISTICS					
TOTAL UNITS	4,407	---	4,418	---	
TOTAL OCCUPIED UNITS	4,263	---	4,297	---	
VACANT UNITS	144	---	121	---	
OWNER-OCCUPIED UNITS (as a % of occ. units)	61.1%	44%	60.2%	43%	
RENTER-OCCUPIED UNITS (as a % of occ. units)	38.9%	56%	39.8%	57%	
MEDIAN RENT	$118	$101	$212	$232	
MEDIAN HOME VALUE	$18,887	$23,000	$65,346	$82,100	
OVERCROWDED UNITS (as a % of occ. units)	3.7%	4%	5.0%	6%	
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)			127	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

Neighborhood 4 - 1970/1980

This neighborhood has been impacted by sizable increases in nearly all components of population. These increases appear to be attributed to the influx of ethnic minorities, particularly Hispanics.. The balancing of males/females and the increase in children (both in real numbers and in percentages) indicates that large, whole-family units were the biggest component of the increase in population.

The large increases in households and household size result from the 40% increase in population.

Even though a large number of units have been added, overcrowding has increased dramatically (one in five units is overcrowded). The probable causes of this condition are that new construction emphasized small units, and many older homes were subdivided into small apartments or into individual rental rooms.

Owner occupancy has declined alarmingly. This is further indication of the aforementioned conversion of older homes to rooms/apartments.

Median rents and home values have kept pace with city-wide rates, but are both higher than in some other downtown neighborhoods which may be attributed to the supply and demand factor.

The welfare participation rate is nearly double the city-wide average, indicating that many families are stretched beyond their means, with higher rents being a contributing factor.

Conclusions

The addition of new units by the means described above has not alleviated the problems of rents and overcrowding. Competition for existing units is high, apparently because the neighborhood seems to be one of the initial "landing areas" for immigrant families. Rents are thus higher relative to other nearby areas. Any programs aimed at gently redistributing some families to areas where equivalent rents prevail could lead to an easing of overcrowding and even rents. Cultural factors (such as the desire to remain among "friendly faces") may frustrate any such effort however.

New construction in the area should be of the family variety, and should probably be directed toward

replacement of subdivided single family homes and older apartment houses. It may be too late, here, to make a success of reinvestment programs, except in isolated historic buildings.

Lack of family income sufficient for basic needs is an obvious problem in this neighborhood. Concentrated job placement programs - bringing job opportunities to the neighborhood - could produce positive results.

Such an effort would probably have to be coupled with some kind of child care programs to free mothers for employment. Since 17% of the population are seniors, it may be possible to utilize that resource for child care.

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SAN DIEGO FRWY.
SAN GABRIEL FRWY.
SIGNAL HILL

[illegible] NEIGHBORHOOD ANALYSIS PROGRAM

NEIGHBORHOOD NO. 4

CENSUS TRACT EQUIVALENTS 5758

	1970		1980		
	NEIGHBORHOOD	CITYWIDE	NEIGHBORHOOD	CITYWIDE	CHANGE
POPULATION CHARACTERISTICS					
TOTAL POPULATION	5342	---	7578	---	+ 1.4X
TOTAL MALES	45.8%	48.7%	49.5%	49.0%	+ 3.7%
TOTAL FEMALES	54.2%	51.3%	50.5%	51.0%	- 3.7%
AGE GROUP 0-19 (as a % of total population)	22 %	28%	37 %	26%	+ 1.7X
AGE GROUP 0-4 (as a % of 0-19 age group)	37 %	29%	37 %	27%	---
AGE GROUP 65 plus (as a % of total pop.)	25 %	14%	17 %	14%	- 1.5X
NUMBER OF HOUSEHOLDS	2905	---	3330	---	+ 1.1X
MEDIAN HOUSEHOLD SIZE	1.84	2.35	2.28	2.38	+ 1.2X
HISPANICS (as a % of total population)	7.8%	7.3%	38.3%	14.0%	+ 4.9X
BLACKS (as a % of total population)	0.5%	5.3%	8.5%	11.1%	+17.0X
ASIANS (as a % of total population)	2.5%	1.9%	5.9%	5.7%	+ 2.4X
HOUSING CHARACTERISTICS					
TOTAL UNITS	3188	---	3602	---	+ 1.1X
TOTAL OCCUPIED UNITS	2905	---	3330	---	+ 1.1X
VACANT UNITS	283	---	268	---	- 1.1X
OWNER-OCCUPIED UNITS (as a % of occ. units)	17%	44%	12%	43%	- 1.4X
RENTER-OCCUPIED UNITS (as a % of occ. units)	83%	56%	88%	57%	---
MEDIAN RENT	$ 80	$101	$ 173	$232	+ 2.2X
MEDIAN HOME VALUE	$18,500	$23,000	$58,400	$82,100	+ 3.2X
OVERCROWDED UNITS (as a % of occ. units)	6%	4%	20%	6%	3.3X
OTHER CHARACTERISTICS					
WELFARE RECIPIENTS (per 1000 population)			271	140	
PART I CRIMES (per 1000 population)					
PART II CRIMES (per 1000 population)					
VOTER PARTICIPATION (as a % of 21 plus pop.)					

APPENDIX D. HEALTH DATA

Office of Refugee Services

Annual Report

For

Refugee Health Accessing

FFY 1981 - 1982

Long Beach Department

of Public Health

HEALTH RELATED

REFUGEE ASSISTANCE PROJECT

Long Beach Department of Public Health

Month of FFY'81 - 82

		Actual No. of Services Provided	Yearly Contract Goal
a. Information/Referral		13,575	3,000
b. Health Assessment Translation Assistance	Refugee Clinic Comprehensive	3,929	960
	All other Clinics	6,560	
c. Counseling		7,065	2,400
d. Case Finding		5,288	2,400
e. Appointments Scheduled		5 143	3,000
f. Health Related Access Translation/Client Interactions		24,798	12,000
g. Health Education		115 classes 6,768	2,400
h. Follow Up		5,900	